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Classical Studies

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Intermediate and
Senior Divisions

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Introduction

This guideline provides a framework for the development of courses in Greek (G30031), Latin (G30030), and in the exploration of classical culture, termed, in this document, *Classical Civilizations* (C12010).

Greek, Latin, and Classical Civilizations all fall within the definition of *Classical Studies* as a body of studies built on a critical examination and understanding of the ancient Greek and Roman languages, literatures (in original or in translation), and antiquities (arts, ideas, societies). The aim of these studies is to reflect and illuminate the changing and constant values of human existence and to explore the continuity of Western human experience.

Part A of the document is concerned with courses in Greek and Latin, which may both be taught in the Intermediate and Senior Divisions and at the Honour Graduation level. This guideline, therefore, supersedes *Curriculum S.11 (13)*, 1968, and *Latin and Greek, Intermediate and Senior*, 1969.

Part B of this guideline deals with the newly introduced courses *Classical Civilizations*, which may be taught in the Intermediate and Senior Divisions. For the present, approval from the Ministry is required for credit courses in this area at the Honour Graduation level. In this section teachers in the Primary and Junior Divisions may also find material of help in preparing specific units or in providing enrichment for other studies, particularly those with the objective of fostering appreciation of the development of civilization through the ages.

A list of resources intended for planning courses based on either Part A or Part B is published separately.

Classical Civilizations has grown out of innovative courses that have been introduced successfully in many parts of the province. A course based on Part B of the guideline will help students to understand the classical period through translations of literature and through an examination of the arts, values, and daily life of the Greeks and Romans and other ancient peoples in contact with them.

An important goal of courses based on either Part A or Part B is a deeper understanding of contemporary society through the study of its ancient roots. Both parts provide the teacher with definite boundaries and aims within which a course may be taught for credit. It is assumed that teachers and students, working together, will decide on specific objectives that further such aims and that also express the particular needs of the students taking the course.

General Aims

To a certain extent, the language courses in Latin and Greek and the cultural-historical courses in classical civilization share the same aims. These include:

- to help students acquire knowledge, understanding, and appreciation of the civilizations of Greece and Rome and of their relevance to our times;
- to encourage students to develop humane qualities and to clarify their own values through the perspective of classical civilizations;
- to develop problem-solving abilities;
- to foster imagination and creativity;
- to encourage mature self-awareness.

Specific objectives of the two types of courses will vary and are discussed in more detail under Parts A and B of this guideline.

Part A – Language Courses

Latin

Aims

The study of Latin introduces the student to a language and literature that have significantly influenced Western civilization for over two thousand years. Hence the development of an ability to comprehend, interpret, and appreciate Latin literature remains the central aim in the study of this language, for it provides the necessary foundation for the understanding of Roman culture and much of subsequent Western literature. Moreover, reading Latin in the original brings the student in contact with the actual words of real people in a real society. Their national history and economic and social life, as well as their personal and social ideology, all present a challenge to the imagination and intelligence in the second half of the twentieth century.

Although students will need time to acquire the skills necessary for an appreciation of the poetry of Vergil or the prose of Cicero, they will, from the beginning of their studies in Latin, become familiar with a language whose syntactical structure differs markedly from the languages that they already speak, but whose word structure is related to their own. This comparison will help them to appreciate the style and idiomatic complexities of language in general, while practice in the art of translation will encourage a precision of thought and grace of expression that are the marks of complete mastery of the mother tongue.

Finally, no student of Latin should remain unaware of the massive contribution of that language to the vocabularies of English and the Romance languages. Derivative study may be made a formal part of the Latin course or may be handled in an incidental manner, but if this aspect of Latin study is ignored, students lose many opportunities to expand their native English or French vocabulary and to deepen their understanding of the significance of words.

Evaluation

Evaluation of student achievement in Latin should be related to the learning experiences in which the student has actually been involved and should take into consideration the emphasis given to each aspect of the course. Therefore, if the program accurately reflects this

guideline's primary aim, evaluation should assess the student's ability "to comprehend, interpret, and appreciate Latin literature". Hence the formal program of tests and examinations for students should stress not writing paradigms, stating principal parts, or memorizing translations, but rather comprehending Latin in a context and communicating both the content of the material and the student's intellectual and aesthetic response to it.

Undoubtedly the consolidation of the students' knowledge of Latin morphology through paradigms helps develop a comprehensive view of the inflectional system of the language, but the testing of forms will be more constructive in the context of complete Latin thoughts.

Since oral reading of Latin will receive considerable emphasis, the quality of the reading must be appropriately assessed for accuracy of pronunciation, intelligent expression, and, in poetry, understanding of metric pattern and rhythm. With the aid of a tape recorder, individual or group reading could be co-operatively judged through teacher-student discussion or through a rotating panel of students.

If reading Latin is seen as a means of direct contact with the Romans and their way of life and thought, evaluation should include an assessment of the student's success in acquiring knowledge, understanding, and appreciation of the civilization of Rome and of its relevance today. Methods of evaluating student response to this aspect of the course should not encourage the mere recital of facts but rather their use to develop a theme, to explain or illustrate a feature of Roman life or facet of Roman character, or to illuminate the similarities and differences between the values of the Roman world and those of today's society. Evaluation processes should encourage students to use a variety of forms of expression, such as oral presentations, essays, or display projects.

Finally, the effect of the study of Latin upon the students' understanding of their own language and upon their ability to use it to express themselves clearly and effectively should also be evaluated. Such judgement might well be based upon careful translation by the students of selected passages of Latin into idiomatic and appropriate English or French, their oral and written response to Latin literature, and their interpretation of the characteristics of Roman civilization. The essential goal in translation is to try to match the artistic level of the classical text.

Approaches

For the fluent and perceptive reading of Latin literature, the student must master certain fundamental elements of the language. These include structure, forms, and vocabulary. The ways in which these elements are presented and practised will depend upon the general approach used by the teacher. Recent developments in the teaching of Latin have made possible considerable variation in method. Several examples are given below.

Grammar-translation method. This approach is based upon teaching the grammar of the Latin language by comparing it with that of English and observing similarities and differences. Use of this approach assumes that an ability to read and understand Latin literature will follow from a formal knowledge of its grammar. Therefore, the comprehension of Latin and its subsequent translation into English are made to depend largely upon a conscious grammatical analysis of the Latin as it is read. This method usually includes the memorizing of vocabulary in lists, rote learning of paradigms, and translation of English into Latin. Until recently the grammar-translation method has, with minor modifications, been the method used in virtually all Ontario schools and has unquestionably produced many fine Latin scholars. However, its general efficacy in developing in three to five years a reasonable degree of fluency in reading and comprehending Latin is being seriously questioned by many teachers.

Direct method. There are several current applications or variants of the direct method but essentially they agree in attempting to bypass the Latin-into-English translation process by inducing students to understand Latin on its own terms without resorting to English equivalents. This method sometimes requires an initial period during which classroom objects and situations or

cartoons and matchstick drawings are made the basis of oral Latin presentations, imitations, responses, and exercises. Through these, the student is expected to learn the elementary principles of the language. Another variant introduces students immediately to continuous and carefully graded Latin prose, so constructed and developed that, with the aid of contextual clues and questioning in Latin by the teacher, it can be understood without recourse to English. All variants of the direct method have in common an inductive approach to the learning of Latin grammar. This technique is advantageous where students vary in linguistic background.

Structural-linguistic approaches. A number of contemporary techniques in the teaching of Latin may be grouped for convenience under the general heading *structural-linguistic*. Though they differ in certain ways – for example, in the relative emphasis they place upon the inflectional system or upon syntax – they have a common basis in analysing Latin in such a way as to identify its basic sentence patterns. These patterns are used as starting-points in a developmental reading process. One such approach to Latin, which has been adopted by a large number of teachers in Ontario, introduces the student first of all to two basic sentence patterns: the equational sentence (*Marcus est filius*) and the type of sentence that employs an operational verb (*Marcus in horto sedet*). These patterns are reinforced through intensive repetition in a variety of contexts and are further developed through variations, expansions, and other kinds of transformation until the student has encountered and, it is hoped, absorbed all the fundamental structures and much of the vocabulary required to read original Latin with ease and understanding.

Although the structural-linguistic method emphasizes the oral reading of Latin, it is not a *direct* method in the usual sense of the term. Nor does it entail the translation of English into Latin or require the student to develop an ability to describe Latin grammar in formal terms. Instead, by comparing the structural patterns of Latin with a range of English equivalents and by learning a few general propositions and a limited number of formal labels, students formulate their own grammatical concepts about the language. The need to develop these concepts into a formalized system will vary from student to student and from teacher to teacher.

Essential to the success of this method and, indeed, of any method that involves a high degree of structural repetition, is the reading of Latin within a cultural framework of Roman life and customs. In this way the linguistic and paralinguistic aspects of the course may be integrated and a high level of student interest maintained.

Another method used by some Ontario teachers combines some of the linguistic principles noted above with an approach using elements of programmed learning. The understanding of Latin structure is developed through the use of basic sentences drawn from a wide range of Latin writers. In the manipulation of these sentences, stress is placed upon the differences between Latin and English structure. Thus the student is encouraged from the beginning to recognize the distinctive qualities of the Latin language.

Some recent Latin textbooks now draw eclectically on various elements in the approaches outlined above. In choosing a method or combination of methods, the teacher will no doubt draw upon both personal experience and perception of the needs, abilities, and interests of students.

Techniques

Since the central linguistic aim of the program is the reading comprehension of Latin literature, it is essential that techniques should stress the skills connected with reading.

A considerable amount of oral reading, in chorus or by individual students, should be practised in class. The reading should indicate that the student comprehends the meaning of a story or poem. To achieve the desired end, it may be necessary for students to read the passage more than once, with attention given to understanding its content and its dramatic qualities.

Although techniques for the development of other skills connected with reading will vary, some are useful for any approach. For example, the teacher might like to try some of the following: English comprehension-questioning, Latin comprehension-questioning, sentence-completion (with help from a vocabulary list), substitution within a sentence (changing a word or construction) or form changes (using the same word in different forms and expanding the given sentence).

The method of acquiring and testing vocabulary should be consistent with the approach of the course. Thus, if the course emphasizes a Latin-to-English approach, both teaching of vocabulary and its testing should follow a Latin-to-English direction. For example, if vocabulary retention is a problem, word games with a Latin-to-English orientation may foster vocabulary retention. During reading lessons, the teacher may develop a word list on the board consisting of any words that have created difficulties for members of the class. In addition, each student could compile his own vocabulary list.

Levels of Achievement

Of the many factors governing the specific content and achievement level expected of a course, most significant will be the basic materials selected by the teacher. These will, to a considerable extent, impose their sequence and structure upon the teacher, the students, and the course.

In general terms, however, students, by the end of the first year, should be capable of fluently reading passages of moderate difficulty (supported by a reasonable mastery of the relevant forms and syntax and a firm basic reading vocabulary) and of an introductory understanding of the context in which the language was written and spoken. The extent of progress towards these highly flexible goals will depend, in no small measure, on the design not only of the first year of Latin itself but also of the sequence of several successive courses.

By the end of the second year of Latin, the students' grasp of the language and its vocabulary should be sufficient to enable them to move into reading Latin literature with little or no adaptation. In preparation for this reading they should have met a substantial proportion of all basic forms and syntax (except the most unusual).

The amount of Latin that can be read in the third year of study will depend on many factors, including the difficulty of the selections, the emphasis that has been placed on reading in the first two years, and the ability of the students. Experienced teachers who have been emphasizing reading report that they cover from 800 to 1200 lines in their third-year courses. These figures are mentioned as a guideline rather than a prescription, to enable teachers to assess the relative emphasis that they are placing on the different components of the courses.

In some Ontario schools, Latin is taught for four years before the Honour Graduation Diploma level. The course in

such schools should not simply mean an extension of three years' work over four. It should include additional reading in Latin, more intensive study of the language, and extended cultural studies.

At the Honour Graduation Diploma level Latin reading can be more challenging, as the increasing facility of the students permits an approach that is more perceptive and, in some instances, more rapid than that of previous years. The same variables will affect the actual content of the course as in the previous year, but the course should involve the students' reading at least 1200 lines of Latin. There should also be considerable examination of the context and background of what is read so that the overall aims of Classical Studies may be achieved.

Latin Literature

During the first two years of Latin the student will likely read material that has been specially written for the beginner or has been heavily adapted from original authors. Unless the basic textbook itself provides ample reading material, the teacher should keep in mind both the reading competence that such passages demand and also their capacity to engage the intellect and stir the imagination of the student.

By the third year of Latin studies the student should be able to read passages of reasonable difficulty in original Latin prose and poetry. In choosing the literature for the third-year course, the teacher should keep in mind the advantages to be gained from a wide sampling from different periods of Latin – Golden, Silver, Medieval, and Renaissance.

Once the student has acquired a reading control of the fundamental structures of Latin and has established a broad enough vocabulary base, the teacher should feel free to choose a variety of literature from many Latin authors of different periods. Reading materials may also be chosen according to authors, genres, or themes. It is possible, for example, to select from such genres as history, oratory, epic poetry, lyric poetry, drama, and satire. Themes might relate to the study of human nature, love and friendship, war, nature, politics, or mythology.

Just as there can be a great variety of content, so there can be a variety of methods for handling reading. Quite often the comparison of several translations of the same passage can clarify the understanding of the original and also inspire appreciation of the art of translation.

Any approach should include discussion of characterization, literary qualities, and the author's distinctive style, and should expand the student's understanding of classical culture. Oral reading of Latin, both by the teacher and by the student, is essential, especially in poetry, for appreciation of the effects of verbal music and rhythm.

In addition to the usual classroom approach in which the teacher and students co-operatively arrive at an understanding of the text, students should do some work independently so that they may evaluate their own progress and their ability to comprehend and interpret a passage independently. It is also effective for students to work together in small groups, provided that teacher and students have come to an understanding of the nature of the task to be performed and of the procedures to be followed.

Also suitable for individual or group work is research, including extensive reading in translation. Such investigation will help the student to place the literature in its historical context and to understand the social and political conditions under which it was written.

English-to-Latin Translation

Linguists vary in the value they place on translation from English to Latin, and therefore this traditional exercise is now considered optional in the Latin program of Ontario secondary schools. Many teachers are skeptical of its value in achieving the main aim, that is, the ability to read and comprehend Latin. They have, therefore, reduced English-to-Latin translation or eliminated it altogether. Other teachers, however, have found that Latin composition helps the students to consolidate their grasp of Latin structure. Teachers might also want to experiment with free composition as a technique.

In any case, teachers should continue to employ various means to familiarize students with the structure of Latin sentences. While such a knowledge can emerge during the reading of Latin, and in fact should emerge if reading is successful, it will also be found helpful to devise exercises that require the student to manipulate Latin sentences, if not actually to compose them. Some suggestions to this end are given above in the Techniques section.

Derivatives

The study of word origins should be an important element in any Latin course. Indeed, the facility to expand English and French vocabulary may be the most important carry-over for some students who study Latin for only one or two years. The Latin teacher has a unique opportunity to foster such expansion in illuminating the great impact of Latin on the vocabularies of English and French.

The most obvious way to study the development of English and French words from Latin roots is regular attention to derivation through exercises in word study. It is often even more effective, however, to discuss the new Latin words that are encountered. Conversely, the learning of new Latin vocabulary is facilitated by a knowledge of English and French words derived from the Latin.

Attention to new English and French words met in context during class can also foster the habit of using Latin to find out the meaning of new words. The teacher of Latin may help by exposing students to Latin-derived words they are likely to encounter in other disciplines such as science and mathematics.

Whatever approach is taken, the aim should be to extend English or French vocabulary and not simply to confirm what students already know. The teacher should also keep in mind the close relationship between Latin and the Romance languages and be prepared to illustrate this relationship by specific examples from other languages with which the students may be familiar.

Honour Graduation Courses

At the Honour Graduation level, the major part of the time should be devoted to the reading of Latin literature. Passages studied should reflect the greater maturity of students and their ability to comprehend, appreciate, and enjoy more complex literature and to study it in greater depth.

During this year the core of the reading program, whether organized according to author, genre, or theme, should include works of the major authors of the

classical period. These works should, for example, be comparable in difficulty to Cicero's orations, Pliny's letters, Livy's history, the *Odes* of Horace, and the *Aeneid* of Vergil. The teacher may also choose to include here a representative selection from literature of the other periods. In planning the literature content of the Honour Graduation Latin course, a teacher might well consult with the students so that the program as a whole may reflect the interests of individual students.

Although English-to-Latin translation is optional, it is possible that some students may express an interest in developing skill in this area, especially through free composition, perhaps encouraged by class competitions.

For all students at this level, a firm grasp of structure is essential to the comprehension of complex Latin sentences and to the appreciation of the artistry with which the best Latin prose and poetry are composed. Therefore, without unduly labouring syntax at the expense of understanding and enjoyment, the teacher should ensure that the student can readily identify and interpret the most common Latin constructions as they occur in regular reading. In the Honour Graduation year the main task will be to consolidate and reinforce previously acquired knowledge and skills. Latin sentences giving practice with particular structures can be found in textbooks, can be composed by the teacher, or can be taken from the writings of Latin authors.

In addition, the manipulation of Latin sentences and the substitution of one structure for another (changing direct discourse to indirect, expressing purpose in several ways, or replacing participles by clauses) can keep students working consistently within the Latin language as they seek to master its structure.

The Social Context

Through Roman literature students come into contact with real people in a real society and gain a perspective of the historical, economic, and social concepts of Roman life. In fact, the study of an ancient civilization should be one of the most rewarding aspects of Latin-language study.

In the superpower that was Rome can be seen values that have left an indelible impression on twentieth-century civilization. Rome's mission to the world

as outlined by Vergil in the *Aeneid* (6.851-53) is a constant focal point in her literature. And Rome's concept of *imperium* has not been uninfluential in the history of modern imperialist states.

Whether the literary scene is Rome, Britain, Pompeii, or the far-flung eastern provinces of the Empire, students will discover a way of life that is vibrant and full of interest. Through this experience, they should be encouraged to develop a critical approach to a life style that they may find in some ways superior to their own, in others inferior.

If the cultural background material is not an integral part of the linguistic course, then the teacher should carefully and logically schedule this type of material into regular class periods. Topics will depend upon the maturity and background knowledge of the students and upon the amount of time that the teacher considers desirable. Some suggestions as to what might be done in this area are listed below. Further suggestions will be found in Part B, which is devoted entirely to studies of classical civilization.

First two years of Latin studies. The excavations at Pompeii and Herculaneum have given the modern world the finest examples of life in a Roman town. Through slide presentations, a simulated walk through Pompeii might show streets, shops, market places, business areas, entertainment sections, or residential districts.

The students could choose a topic or area and research the topic either individually or in groups, following a basic outline provided by the teacher. Topics to be presented by the students could include some of the following: housing, temples, shops, streets, the theatre, the amphitheatre, music, the baths, food, clothing, education, marriage, superstitions, funerals, transportation, books and libraries, or

water supply. The students would present their material to the class in such forms as on-the-spot reports, TV interviews, and dramatic skits. A general class discussion should follow.

After these initial presentations, the teacher and the students might like to delve into some broader topics, based either on Pompeii or on Rome. These might include:

- the concept of a forum
- the large public games in Rome
- the institutions of the baths
- the concept of slavery
- science and medicine
- the position of women
- law
- education
- religion

Most of these topics can be presented visually. The students might investigate them or the teacher might, through careful questioning on the basis of the visual material, elicit from the students the information necessary for a discussion and summary. Some examination of what the Romans themselves said about these topics, either in the original or in translation, can be worked into the planning of the course.

Third and fourth years of Latin studies.

In the senior years the teacher might prefer to use a thematic approach. One theme, which would easily be two years of work, could be *How the Greeks Influenced the Romans*. The following paragraphs give some suggestions as to how such a theme might be organized and dealt with in class.

Students could begin by examining the architectural achievements of the Greeks, perhaps in a fairly detailed study of such sites as the Athenian Acropolis, Olympia, Delphi, or Epidauros. The results of such a study could then be compared with information gained from a previous topic about Roman architecture.

It is equally desirable for students to compare Greek literature with Roman, either in translation or, where possible in the case of the latter, in the original. The teacher should select material that complements the literature part of the Latin course. Some comparisons could be made between (i) the epic poetry of Homer and Vergil; (ii) Greek and Roman drama; (iii) the lyric poetry of such Greek poets as Sappho or Pindar and that of such Roman poets as Catullus and Horace; and (iv) the orations of Demosthenes and Cicero.

Works of art from the two cultures can also be studied: the vase-painting of the Greeks, the wall paintings of the Romans, and the sculpture produced by the two peoples. Slides or pictures of such works can reveal values and life patterns, and give rise to such questions as *What is the subject matter of the painting? Why are there so many different shapes of pottery? Of whom were statues made? Where were the statues placed?*

Any combination of these three methods could be handled equally well. Literature in translation could be combined with works of art and architecture in a student-prepared slide and tape presentation. The dialogue would consist of excerpts from Latin or Greek literature and the pictures would be selected to illustrate the literature. For example, the quotation from *Aeneid* (6.847-53) beginning *Excudent alii spirantia mollius aera* might be illustrated by slides showing the contrasts of which Vergil writes: the achievements of the Greeks in the fields of art and science in juxtaposition with pictorial representations of the special military, political, and judicial arts that were to produce the *Pax Romana*.

This kind of presentation would obviously require maturity and creativity on the part of the students.

In yet another approach, senior students might compare fifth-century BC (or Periclean) Athens with first-century AD (or Augustan) Rome. The two periods could be dealt with under such headings as:

- the arts
- urban architecture
- political, social, and economic situation
- literature
- religious and political beliefs

Part B – Classical Civilizations

Greek

Since students who wish to study classical Greek usually hope to gain a first-hand knowledge of Greece and her culture, the learning of the language ought to move as quickly as possible into reading appropriate selections from classical works in prose, poetry, and drama. This reading level is more quickly achieved with Greek than Latin because Greek students will normally have mastered some Latin and will have become aware of the way an inflected language works. Within the limitations of the resources, the approaches, techniques, and methods advocated in the Latin section are applicable to the study of Greek. The methods of evaluation outlined for the Latin course are also applicable to Greek.

It is assumed that the program in Greek will occupy a three-year period, the last being the Honour Graduation level year.

In the first year of Greek, the new alphabet is introduced and practised, usually by linking the unfamiliar Greek letters to their transliterated form in English words like telephone, microscope, and panorama. Then the related Greek noun and verb are learned in simple sentences. Very early, therefore, students will be able to work with one of the many available collections of easy passages. In fact, this reading practice, possibly with some limited experience in translating from English to Greek, will provide a fundamental mastery of regular classical Greek.

Elementary Greek textbooks currently available and suitable for use at the secondary school level generally include a fairly strong English-to-Greek composition component. Some teachers of Greek will, nevertheless, wish to move their teaching of Greek in the direction currently being taken by most Latin teachers, that is, towards a consistent reading approach and a de-emphasizing of English-to-Greek translation.

In the second year of Greek, it is quite normal for students to be introduced to some selections from major Greek authors – Homer, for instance. It is worthwhile to take some narrative passages from the *Odyssey* or some vivid episodes from the *Iliad* to give students experience with some of the more complex language structures. In spite of Homer's distinctive vocabulary

and word forms, this exposure will foster both enjoyment of one of literature's most famous poets and understanding of the Greek way of thinking that influenced later eras of history. There are also many selections from drama, philosophy, and history that can be used.

By the end of this second year of Greek, it is to be hoped that students will have mastered an effective amount of the language and will have been introduced to the cultural life and legacy of Greece.

As in Latin studies, the Honour Graduation year gives students the chance to read more widely and deeply in prose and poetry. The choice of the reading will naturally vary according to the interests of individual students. They might, however, read more Homer, selected drama from Sophocles and Aristophanes, some history of Herodotus and Thucydides, some Plato, and some of the poets. Passages of Biblical Greek might also provide a new dimension for students.

Students at this level might be interested in comparisons of ancient and demotic Greek. It is possible, for example, to compare passages from classical Greek plays to the same passages as they are produced on the stages of modern Athens. Recordings of the latter are available.

Throughout the Greek program, and especially in the Honour Graduation year, students should feel that they are mastering the language and that they are making intellectual contact with the achievements of the Greeks in many areas, from art and architecture to philosophy and scientific knowledge.

Classical literature is the fountainhead and model for much of Western literature and it is the expression of ideas and ideals that still inspire our ethics and institutions. In studying the Greek and Roman cultures, students see points of both comparison and contrast with our own, and are thus provided with motive and opportunity for the critical examination of values.

Classical civilizations courses can provide important personal insights. It has often been said that without an understanding of our past, we can never fully appreciate the present, never develop mature self-awareness. In short, the rationale for the inclusion of studies in classical civilizations in the Ontario curriculum is the extension of the student's potential for becoming a more complete individual through a knowledge of his or her history and heritage. The Romans expressed the thought in one word: *humanitas*.

The suggestions in Part B may be used for the development of units, for the enrichment of existing programs, or as the basis for credit courses.

Aims

"I didn't know the Greeks and Romans were so civilized." This was the response of a perceptive elementary school student being interviewed after a two-week total immersion unit on the theme *Our Heritage from the Ancient World*. In discovering the high degree of civilization in classical antiquity, the student gained an historical and personal perspective of her society and of herself as a member of that society. This kind of personal growth through insight into the meaning and essence of civilization should be an aim for all students of Classical Civilizations courses.

To allow students to develop humanistic qualities, there must be ample opportunity for them to examine the people of classical civilizations. They must come to realize that the Greeks and the Romans were not just marble statues, but were living, breathing human beings with feelings of their own, who coped with the real-life problems of their times. Courses developed from this guideline should also be aimed at deepening insights into Western culture. Students should compare classical civilizations with modern ones, not only on a grand scale, but on the human scale of daily life, vocabulary, and viewpoints.

Another aim is cultural transmission. Through these studies, students can more fully appreciate references to the classical world which they meet in modern literature and thought.

The study of classical civilizations should also provide opportunities for students to sharpen their perspectives of time. For example, it may come as a surprise to most of them that the Romans occupied Britain for almost the same length of time as Europeans have been living in Canada (counting the landing of Jacques Cartier in 1534 as a starting-point).

A course in classical civilizations should help students develop certain skills, particularly those of inquiry and research, of interpreting data and drawing conclusions, of problem-solving, and of detecting bias and distinguishing fact from opinion. Such a course can also foster the development of such skills as creative writing, model-building, and designing artistic or literary interpretations of classical literature.

Through a course in classical civilizations, students should learn to appreciate the achievements of the peoples of ancient Greece and Rome (cultural, technological, political, legal, and military) and also the development of their concepts of such personal qualities as courage and loyalty. Closely allied to this aim is an awareness of ancient ethical, political, and artistic values. A consideration of such attitudes in the ancients should lead students to explore and clarify their own.

The cultural achievements of Greece and Rome should be given particular attention. One aim of this course is the appreciation of our artistic heritage from the classical world, a heritage which includes painting, sculpture, architecture, and mosaics.

A broader understanding of technology will be another aim in many classical civilizations courses. Students will marvel at the capacity of ancient Crete and Mycenae to erect huge and beautiful structures in stone as well as to fashion practical and artistic pottery. They will wonder at the mathematical and engineering capabilities of the Greeks who achieved such pleasing perspectives in their public buildings. They will be intrigued by the Etruscan contribution of the arch and its

development by the Romans in bridges and aqueducts. The Roman technique of building roads is a fascinating study in itself. Students will learn that the spade was one of Julius Caesar's contributions to military technology.

Evaluation

Both formative and summative techniques are important in judging student progress. The formative method could involve a general knowledge test at the beginning of either a unit or a course to give the teacher an idea at the outset of what students already know and possibly of what they find interesting. The evaluation of students' knowledge and interests can also be a daily, but usually informal, process, and may provide the teacher with a constant flow of information to help plan the path of future learning.

Summative evaluation might take the form of a term examination or of a test at the end of a unit. The latter would seem more useful for a course in classical civilization. The information gained from this type of evaluation, though chiefly an indicator of student progress, may also provide some direction for future learning.

Students should be involved in assessing such areas of mutual concern as content, approaches, strategies, and resources. Every effort should be made to broaden the scope of evaluation and to give students a significant role in it.

Given the student-centred activities and group work strongly recommended in this guideline, one useful means of assessment would be a rotating panel of students which would evaluate student achievements in discussion groups, projects, debates, and various presentations. Objective criteria rather than personal comparison should be the basis for judgement. Self-evaluation could be another method. The teacher's professional judgement is, of course, part of any assessment process.

Planning a Course

A course planned to achieve the aims outlined in the previous section may take many directions. While a particular course will probably consist of from three to ten units, most teachers will want to decide on general areas of study before choosing units. This section deals with the various possible thrusts of courses in classical civilizations, while the next two sections deal with the planning of a unit and with sample units that may offer particular ideas to planners.

In planning a course outline, teachers should consider the range of courses offered within the school. Since classical civilization is the cradle of much of human knowledge, it is quite possible that some of its aspects will already be covered in Man, Science, and Technology programs or in courses in English, history, art, Latin, or music.

The answer to this problem of overlapping may well become a strength in school program-planning. It is earnestly hoped that a balance of courses will be maintained within the school so that courses complement each other without undue repetition. There is no single way to arrange such an equilibrium. Areas of study that fit into one course in one school may, in another school, find a more logical place in a different course entirely.

A factor common to all schools, however, should be a spirit of co-operation to ensure the best possible balance of courses for the benefit of students. In addition, it is desirable for teachers with particular strengths to co-operate in team-teaching projects. In this way, the courses offered to students will complement each other without conflicting, while each individual course will reap the benefit of reinforcement from areas of specialized knowledge in other departments.

Intermediate level. Introductory courses or units in classical civilization in the Intermediate Division can be designed to fit into categories such as: the epic, the legend, mythology, everyday life, archaeology, Pompeian studies, and the history of languages. In recent years, some schools have developed courses based entirely on Periclean Athens or Augustan Rome. One course has focused the study of classical times on five cities, with an additional unit on language and writing.

Senior level. Courses undertaken in the Senior Division often combine units such as those suggested for introductory courses with units on literature in translation. Here, courses in classical civilizations should emphasize critical analysis of the ideas contained in the works selected for study.

Approaches in the Senior Division vary. Some teachers prefer a broad survey with a number of topics; for example, a course in Latin literature in the second year of the Senior Division might include the principal periods, writers, features of style, and types of writing. Genre studies in the same course might include drama, epic, satire, history, lyric, letters, oratory, and philosophic dialogue.

For teachers who prefer to concentrate on two or three themes, epic literature and drama have been high on the list of choices. Among the works studied are: Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, and sometimes Lucretius' *The Nature of Things*. Drama selections might include Aeschylus' *Oresteia*, Sophocles' *Oedipus the King*, *Antigone*, and *Electra*, Euripides' *Medea*, Aristophanes' *The Frogs*, Plautus' *The Ghost*, and Terence's *Phormio*. Post-classical works with epic or classical themes can be integrated for the sake of comparison. For example, students might read and discuss *Beowulf*, *The Song of Roland*, Dante's *Divine Comedy*, Shakespeare's *Comedy of Errors*, and Shevelove and Gebart's *A Funny Thing Happened on the Way to the Forum*. Comparison of classical epic with a pre-classical representative such as the *Epic of Gilgamesh* might also be fruitful. Translations into modern English would, of course, be used in some cases.

The citing of particular works is not intended to be restrictive but merely to give some idea of the broad scope possible for courses of this nature.

Also possible at this level is a course integrated with study of the related arts – sculpture, architecture, pottery, fresco, or mosaic. For example, a study of the individual in the ancient world could rely on both literature and art as sources. Such studies could, and this is only one possibility, consist of a comparison of the way Greek and Roman sculptors depicted their contemporaries. This comparison might raise the question of whether differences noted could be construed as evidence of changes in attitude towards the individual. For students in their middle or late teens, who are trying to sort out their own values, such an emphasis can mean a fresh perspective on concepts of the individual.

Honour Graduation Diploma level. It was noted earlier that courses at this level require individual approval from the Ministry of Education. Teachers planning to design such courses may find some of the suggestions made in this document helpful. The nature of the course will depend on whether there is a classical program in the Senior Division. If, for example, no course in classical civilization has been offered previously, the Honour Graduation course would be more general. If, however, a course has been offered in the preceding year, for instance a survey course or one stressing epic literature, then the Honour Graduation course would have a narrower focus, such as Greek and Roman drama.

In planning any Honour Graduation course to be submitted for approval, teachers should keep the following criteria in mind:

- literature in translation should be a substantial part of the course;
- primary sources should be stressed;
- an in-depth approach is required, and the number of units would therefore be limited.

A sample unit at the Honour Graduation level is summarized on page 15.

Planning a Unit

Most courses in classical civilizations will include from three to ten units, the number decreasing as the students grow in maturity and knowledge. For the purposes of this document, a unit is defined as an organization of content having as a focal point a central theme, purpose, question, or problem. In scale it may be considered to come between a course and a lesson.

Although the teacher is responsible for planning a unit, students should have some opportunity to contribute to the process. In its simplest form, student planning may manifest itself in the choice of optional topics built into units that the teacher has already designed. Sometimes, however, students may suggest and plan their own topics for independent or group study. Or perhaps student planning could start a year in advance when those intending to take a course would be polled for their suggestions; a student committee might then help organize specific objectives, content, resources, and activities.

Whoever chooses them, objectives and topics for a unit must lead to the achievement of the overall aims described in this guideline. These objectives should be reviewed and revised regularly in order to eliminate any possible contradictions and cross-purposes.

In preparing units, some teachers schedule the work in detail, sometimes even down to a daily plan. Because time for preparing lessons is often at a premium, they consider that such early planning pays dividends. Many teachers will prefer to work out the details of time during the implementation stage. In every plan, however, approximate time limits should be set for the coverage of units and topics.

Decisions about objectives, content, approaches, and resources must be followed by a choice of teaching method. This particular choice, however, almost presents itself. The decisions already made often indicate the natural direction that modes of learning should take, and the teacher should have no trouble choosing from such options as large groups, small groups, independent study, role-playing, tape presentations, centres of interest, artistic endeavours, field trips, homework assignments, debates, problem-solving exercises, discovery learning, guest lecturers, seminars, essays, or project assignments. Generally speaking, methods in classical civilizations courses will emphasize student-centred activities.

The unit-planning stage is the time to make specific decisions about resources. It is wise to make notes indicating which maps, books, slides, television programs, guest speakers, and other resources will be made available. This subject is treated more fully below in the section Resources on page 9.

Approaches

It is unusual to use the same approach exclusively throughout a unit of study; a combination of several approaches often provides the variety and balance needed for satisfying study. The approaches described here are all suitable for units in classical civilizations.

Survey. To present an introduction or an overview, a survey may be the most satisfactory method. Historical events, for example, may be presented in a chronological survey, although there is not necessarily any right order of presentation. A class might survey Greek drama before reading some of the plays in detail.

Topics or themes. To illustrate the essential ingredients or highlights of a certain aspect of classical culture, materials are organized and presented topically. Such themes may form the basis of social, literary, or historical studies, which could be explored under such headings as mythology, epic

literature, archaeology, architecture, language development, the hero, warfare, music, science, or love and friendship. Although the topical approach is often used at the earlier levels of study, theme studies with a high degree of sophistication are possible at the senior level.

Biography. The lives of famous men and women could provide the primary focus or starting-point for a broad study of Greek or Roman life.

Inquiry. Here the need is for reflective thinking, aimed at the grounding of belief through the use of reason, evidence, inference, and generalization. The investigation of a question proceeds with a careful consideration of various solutions to problems. Different types of thinking are encouraged: critical, analytical, imaginative, and conjectural. Discussion is used extensively.

Genres. Courses in classical literature in translation sometimes examine the material by genres: drama, epic, lyric, history, philosophy, letters, satire, oratory. Within this framework selections from different authors are studied, and offer points of comparison both with other classical authors and with English and French authors.

Arts and technology. In contemplating resources for courses in classical civilizations, teachers will naturally think of the rich literary heritage. Other achievements of the Greeks and Romans, however, should not be overlooked as sources of cultural insight. Illuminating revelations can spring from studies of architecture, urban planning, sculpture, painting, mosaics, coinage, pottery, engineering achievements in the construction of roads, bridges, canals, and aqueducts, even weapons and war machines. Here there is room for the rewarding use of audio-visual materials and techniques.

Resources

One of the questions asked about the introduction of new courses is whether there are sufficient resources available to support their implementation. Teachers who have designed experimental courses in classical studies have developed their own course outlines, bibliographies, and resource lists – some in minute detail. Publishers are producing materials especially designed for civilization

courses. Faculties of education in Ontario have devoted time to analysing materials, developing units, and compiling lists of resources.

Other sources include school and public libraries, museums, art galleries, classical journals, classical service bureaux, and students' slides and pictures from travels in the classical world. Local examples of classical influences in architecture, sculpture, painting, and inscriptions are usually evident. Private citizens recently returned from tours abroad are often delighted to share their experiences with students in the classroom. Visits to or from schools are welcomed by the members of the university departments of classics and faculties of education, and by specialists in fine art, history, and home economics, all of whom often have an abundance of varied resources.

In the past, Latin and Greek teachers have relied principally on one textbook. For courses in classical civilizations, however, there must be a wide variety of resource works. Fortunately, to meet this eventuality, a great many paperbacks of low cost and high quality are now available, presenting both primary and secondary source materials. Many hard-cover books, superbly illustrated, are also available at modest prices.

To supplement books, many other resources can be obtained: maps and charts of classical lands, sets of coloured slides and filmstrips on themes from Greek and Roman life, educational and general-interest films on the classics, archaeological kits, replicas of objects from the Graeco-Roman period, and educational television programs on Roman life, classical literature, and mythology.

Resources that may be used for classical civilization courses have been accumulating for over two thousand years. In recent years, through new discoveries and research, a spate of materials has been produced to provide fresh insights into antiquity. Furthermore, the sources of classical materials are world wide.

When a course in classical civilizations is first offered, judicious spending is advised. Sharing of resources among several departments in a school, for example, is possible and desirable. The contributions that university and local public libraries can make should be investigated, and it is likely that the

school library itself will already be reasonably well equipped with materials for related areas of study like history, geography, art, Latin, Greek, and Man, Science, and Technology.

For a detailed list of resources, readers should consult the separately published document listing available materials.

Sample Units

The units outlined in this section are designed to assist and inspire teachers planning a course in classical civilizations.

• **Archaeology** provides a wide field for study, shedding light not only on Greece and Rome but on the other ancient civilizations that contributed to the flowering of the classical world and to the foundations of our own society. A study of archaeology also provides a useful beginning for comparative value assessments.

The ancient sites available for study through maps or models are varied: Troy, Mycenae, Tiryns, Knossos, and Thera in the Bronze Age Aegean period; Athens, Delphi, Olympia, and Epidaurus in classical Greece; and Rome, Pompeii, Herculaneum, and Roman Britain in the Roman Empire.

Approaches can vary. It is possible, for example, to study archaeology through the discoveries made on the sites. In this case the emphasis might be on the manifestations of a society's attitudes and its daily life through the relics uncovered in an archaeological dig. With this general aim in mind students could consider food, clothing, jewellery, housing, occupations, social and family structures, religion, funeral practices, technology, medicine, education, law, art, or architecture.

On the other hand, it is equally possible to study archaeology through the careers of archaeologists such as Heinrich Schliemann, Sir Arthur Evans, and Amedeo Maiuri. Students could study Howard Carter's excavation of Tutankhamen's tomb as an example of a non-classical site.

This approach provides scope for many value issues. How much did the work of these men enrich contemporary Western culture? Students could also consider the archaeologists' motives for excavating, the international exchange and theft of artefacts, the creation of forgeries, and the moral implications of excavating tombs. Or studies could focus on questions such as excavation techniques and reconstruction.

Methods of handling the various topics in a unit on archaeology can also vary. Individual topics may be introduced by: slide-tape presentations, whether commercial or prepared by the teacher (*Carter Opens Tutankhamen's Tomb*); teacher narrative (the life story of Heinrich Schliemann); discussion of the replica of an artefact (the Vapphio cups); interpretive discussion of a single slide (the bull-leaping fresco from Knossos); discussion of a relevant passage of literature in translation (Pausanias' description of Mycenae or Herodotus' account of mummification); a teacher-narrated tour of a site (*A Walk Around Pompeii*, using teacher's slides); archaeological kits (*A House of Ancient Greece* by American Science and Engineering); artists' reconstructions (the Encyclopaedia Britannica Overlays); or guest speakers (a representative of the local chapter of the Ontario Archaeological Society).

After a suitable introduction, students may work on individual or group research projects. Group work is especially popular among students in the Intermediate Division. If the questions for research require the correlation of information from several different types of resources, the teacher will find that the problem of verbatim regurgitation has been largely avoided. In organizing group work, the teacher should be keenly aware of the need for variety in the resources on hand.

The following list of books may provide some help for teachers planning a unit on archaeology.

Baumann, Hans. *Lion Gate and Labyrinth*. Translated by Stella Humphries. New York: Pantheon Books, 1967.

Bowra, C. M. *Classical Greece*. Time-Life Great Ages of Man Series. New York: Time Incorporated, 1965.

Brion, Marcel. *Pompeii and Herculaneum: The Glory and the Grief*. London: Elek Books Limited, 1960.

Carter, Howard. *The Tomb of Tutankhamen*. New York: E. P. Dutton and Company, 1954.

Casson, Lionel. *Ancient Egypt*. Time-Life Great Ages of Man Series. New York: Time Incorporated, 1965.

Ceram, C. W. *The March of Archaeology*. New York: Alfred A. Knopf, 1969.

Cottrell, Leonard. *The Lost Pharaohs*. London: Pan Books Limited, 1950.

_____. *The Bull of Minos*. London: Pan Books Limited, 1953.

Cowell, F. R. *Everyday Life in Ancient Rome*. New York: G. P. Putnam's Sons, 1961.

Desroches-Noblecourt, Christianne. *Tutankhamen: Life and Death of a Pharaoh*. Greenwich, Conn.: New York Graphic Society, 1965.

Garnett, Henry. *Treasures of Yesterday*. Garden City, New York: The Natural History Press, 1964.

Hafner, German. *The Art of Crete, Mycenae, and Greece*. New York: Harry N. Abram, 1968.

Herget, H. M. *Everyday Life in Ancient Times*. Washington: National Geographic Society, 1951.

Although currently out of print, this book will be found in many libraries.

Hood, Sinclair. *The Minoans*. New York: Frederick A. Praeger, 1971.

Johnston, Mary. *Roman Life*. Chicago: Scott Foresman, 1957.

Kenyon, Kathleen M. *Beginning in Archaeology*. New York: Frederick A. Praeger, 1957.

Leacroft, Helen, and Leacroft, Richard. *The Buildings of Ancient Greece*. Reading, Mass.: Addison Wesley, 1966.

MacKendrick, P. L. *The Greek Stones Speak*. Toronto: The New American Library of Canada Limited, 1966.

_____. *The Mute Stones Speak*. Toronto: The New American Library of Canada Limited, 1966.

Maiuri, Amedeo. *Pompei*. Novara: Istituto Grafico de Agostini, 1960.

Quennell, Marjorie, and Quennell, C.H.B. *Everyday Things in Ancient Greece*. New York: G. P. Putnam's Sons, 1954.

Robinson, C. E. *Everyday Life in Ancient Greece*. Oxford: Clarendon Press, 1933.

• The ancient Olympic games provide scope for a study that can include value issues, topical comparisons (in most years), and opportunities for co-operation with physical education teachers in the school. In fact, it is possible for physical education teachers to be involved in both planning and implementation.

The following questions may suggest approaches to a study of the Olympic games (in many cases, they apply to both the ancient and modern games):

- How did the religious context of the ancient games affect ethical practices?
- In the planning and implementation of the games, ancient and modern, to what particular aspects have public funds been allocated?
- What has the allocation of these funds revealed about public attitudes toward athletics?
- What impact have quadrennial games had on international politics?
- What personal qualities have been associated with the ideal athlete? What have been the social and intellectual contributions of international games?

The following books may be helpful to teachers planning a unit on this subject.

Drees, Ludwig. *Olympia*. New York: Frederick A. Praeger, 1968.

Gardiner, E. Norman. *Athletics of the Ancient World*. Oxford: Clarendon Press, 1930.

• Language and literacy in the ancient world can make the student conscious of the importance of increasing his own linguistic competence. Hence the unit should include a study of some of the principles of ancient languages and should indicate how those languages functioned in a social context and, in fact, contributed to it. Through a study of the origin and development of language, students can appreciate the complexity and organization of both oral and written communication; through a limited study of the context in which this development took place, they can achieve a critical sense of the power of language as a means of influencing others and become aware of language as an integral part of human existence.

In implementing these aims, the teacher may select either a geographical organization or a topical format. For the latter method, it is possible to approach individual areas of study through a passage of ancient literature in

translation or an inscription in the original tongue. This should initiate study on (a) the relation of the language to its social context, and (b) some principles of the language itself. It will be important to make maximum use of actual illustrations and other visual materials whenever possible.

In a geographical organization, the teacher may decide to examine the languages of Greece and Rome or possibly of some of the earlier civilizations like Egypt and Babylon. The growth of ancient Egyptian writing illustrates the process by which symbols developed from primitive sign language to the point of approximating an alphabet. A study of the functions and contributions of literacy in Egyptian society may emphasize the role of language in social and cultural advancement. Any book containing examples of Egyptian literature in translation will include passages exhorting young men to become scribes. After an introductory reading of such a passage (or brief set of passages) in translation, the teacher and class may pose questions for further study; for example:

- What effect did literacy have on an Egyptian's social position? Why?
- What type of things did Egyptians write down? Why?
- What part did writing play in Egyptian religion?
- What effect did writing have on Egyptian agriculture?
- How did a young Egyptian learn to read and write? What were his tools? How difficult was his task? What are some of the basic principles of writing the Egyptian language?
- What are some of the aesthetic attributes of Egyptian script?
- How did Egyptian writing change to accommodate the growing practical demands made upon scribes?

In a chronological study, the next focus would be ancient Greece; in this area, language can be studied as a tool for controlling memory and for transmitting a national heritage. As one part of this topic, students may learn the Greek alphabet and the meaning of some famous proverbs and inscriptions. In introducing the topic, the teacher may read with the class a translation of the closing line of Book 8 of Homer's *Odyssey*, which can be related to comments from Herodotus (2.77, 100) to the effect that the Egyptians knew their past because they had written records of it. Subsequent inquiry may centre on such questions as:

- Why did the Greeks show so much respect for their bards?

- How did the Greek system of writing represent a significant improvement over the Egyptian system?
- To what practical uses did the Greeks put their knowledge of writing?
- How important were reading and writing in a young Greek's education? Why?
- How did a young Greek learn to read and write? What were his tools?
- The Muses were considered the daughters of Memory. Who were the nine Muses and what was the special province of each?
- How important was literacy in the transmission of the Greeks' national heritage?

In the third stage of this unit – the study of ancient Rome – students may focus on language as a tool in politics and economics. The teacher could introduce the topic by reading with the class an extract from Cicero's *De Oratore* (1.32) stating that one's aim in becoming educated is to become persuasive. This theme should be elaborated by visual evidence – for example, a slide showing the arch of Constantine (or another monument illustrating a political message impressively immortalized in stone) or some slides of election notices (several have been found on walls in Pompeii). Such slides are readily available in commercially prepared slide sets; if school or library resource centres do not contain the appropriate slides, the school's audio-visual director or the personnel at the school board's media centre can suggest several methods of projecting a picture onto a screen from a book. Discussion and research, arising from the Cicero extract and pictures of political inscriptions, may revolve around such questions as:

- How did Roman leaders use the written word to assert control in politics?
- Why were the Plebeians eager to have a written code of laws in the fifth century BC? How can the written word be used as a lever for social reform?
- What does the existence of public notice boards in fora suggest about literacy in Roman times?
- How did a young Roman learn to read and write? What were his tools? What was the general nature of the language he learned?
- What are some of the aesthetic attributes of Roman script?

In a topical format, the teacher may prefer to organize the material around a set of key questions; the geographical divisions (Egyptian, Greek, Roman) may fade or even disappear at some points: for example, the development of

language as a tool in trade and commerce may well be discussed with reference to the ancient world in general. In this broader approach the teacher might consider introducing the unit with a slide-tape presentation illustrating a wide range of communication techniques. Such a presentation need not be accompanied by a commentary; it could consist of carefully arranged slides of such *communicators* as international traffic signs, ballet performances, braille pages, gestures and facial expressions, smoke signals, pages of writing in different alphabets, commercial symbols, and sports referees' signals correlated with sounds such as tape recordings of people laughing (crying, screaming, applauding), Morse code, the opening bars of Beethoven's *Fifth Symphony*, automobile horns in downtown traffic, snatches of foreign languages, school bells, slamming doors, or sirens. If the method of introduction can broaden the students' concept of *language* to include communication as a *transfer of meaning*, they may be better prepared to consider such questions as:

- How did spoken language originate?
- How did written language arise? Through what stages has written language developed?
- What are a few of the basic linguistic principles of ancient languages?
- What writing equipment was used in separate ancient periods of time?
- What practical factors limited literacy in ancient times?
- How were language and literacy influenced by religion in ancient times?
- What part has superstition played in the moulding of language?
- How was the development of language and literacy influenced by the world of trade and commerce?
- How did increasing literacy alter the political and social lot of the literate?

In addition to selected chapters from books on daily life in ancient times, the following titles are directly relevant to a study of language:

Ogg, Oscar. *The 26 Letters*. Toronto: Fitzhenry & Whiteside, 1971.

Pei, Mario. *All About Language*. New York: J. B. Lippincott Company, 1954.

———. *The Story of Language*. New York: The New American Library of World Literature, 1949.

Sparke, William. *The Making of Linguistics*. Toronto: Abelard-Schumann, 1969.

■ *Buildings in ancient Athens and Rome* may provide the impetus for a study of different philosophies in urban design and of the role of human personality in architecture. With ancient city buildings as the starting-point, students could go on to form opinions of modern experiments in regional planning, land use, and population density. The comparison holds up particularly well because of the numerous adaptations of classical architecture to be found in our own cities and indeed in any city constructed within the past five centuries. Even modern architecture can be included in the discussion, since it can be viewed as a rejection and occasionally an echo of classical forms.

The objectives of this unit could therefore be defined as follows:

- to assess the modern urban environment from moral, aesthetic, historical, economic, and architectural points of view through a comparison with the urban life of ancient Athens and Rome;
- to demonstrate an understanding of the contributions of the two ancient cities to modern urban culture;
- to display an awareness of the value issues pertinent to a study of urban life;
- to know how to locate and assess information relevant to urban problems in both modern and ancient times and to form logical opinions based on such research.

In planning a unit, a teacher might consider the following list of possible methods:

- illustrated orientation talks by the teacher and, if possible, by others who have travelled to Athens and Rome;
- student presentations illustrated by slides, pictures, and models;
- films and filmstrips (the latter can be presented or, if possible, prepared by the students, with the assistance of the teacher);
- problem-solving through class discussion and written essay;
- out-of-classroom visits, possibly to build photo studies of classical architecture in modern cities or, where distance allows, to study the Acropolis model and the Athens Gallery at the Royal Ontario Museum in Toronto.

In planning a unit, possibly after consultation with students, the teacher could write a brief outline, for which the following may provide ideas.

- The unit could begin with an inquiry session, during which the teacher might introduce photographs of buildings familiar to the students, perhaps a church or synagogue, a court house, a department store, an auto-repair shop, a sports stadium, a prison, or a theatre. Drawing on their personal experience, students could consider how these buildings help shape their environment and whether this milieu is satisfactory as a place for people. They could consider what use is made of the buildings in the photographs and how the use is reflected in the design; the nature of any purely aesthetic qualities in the buildings and possibly the requirements of a building that is to be used extensively by people. They could also debate the characteristics of their own school: Does it meet the requirements they have set for social interchange? If not, how could it be brought up to their standards?
- Students could undertake a project to show how the Greeks erected stone buildings. One resource for this report could be Gisela Richter's *A Handbook of Greek Art*.
- Several types of Greek temples could also form the basis of an illustrated report to be done by the students.
- A project on how Greeks used their temples might require considerable research and the teacher would be called on to help interpret sparse evidence.
- Students could find and prepare photo essays on modern imitations of the Greek temple, perhaps offering suggestions as to why nineteenth-century banks followed this design.
- The Acropolis could form the basis of a project by itself; students could make a plan of the site, either from drawings made at the Royal Ontario Museum or from an overhead presentation, and could draw or describe the principal buildings, showing both decoration and function.
- The Greek theatre building might also form the basis of an in-depth study. Students could find out what the theatre of ancient Greece looked like, how its structure was related to its use, and how widespread the form was.
- The Republican forum in Rome, with its buildings and environs, may also form the basis of a student investigation. Students might investigate the stages of the forum's growth and the reasons for growth. They could also debate the value of the forum for urban living.
- Other sites in Rome also offer scope for study. Some of these are: the insula and its life; the great fire (64 AD) and the rebuilding of Rome (see MacKendrick, *The Mute Stones Speak*); the Colosseum; the Tullianum (*carcer*); and the triumphal arches.

In designing a unit, teachers might also list a number of problems that students can investigate and debate. For this unit, such a list might include the following:

- How did the wide use of concrete (or the invention of the true arch) allow the Romans to achieve building styles not available to the Greeks?
- How did the Athenians (or the Romans) make their cities places to be enjoyed by the urban public at large?
- What role did patronage play in urban development?
- What difficulties of internal decay did the Romans (Ostians, Pompeians) have to face and how did they meet these difficulties?
- How do changes in the city as an environment affect the inhabitants' thoughts and actions?

The concluding discussion of this unit might be a consideration of the fundamental cultural differences between Greece and Rome as revealed in the major buildings of the two civilizations. Supplementary discussions could examine what modern buildings reveal about contemporary culture.

The following resources might be useful in this unit.

Books

Ancient Greece. Abr. ed. New York: McGraw-Hill, 1970.

Ancient Rome. Rev. ed. New York: McGraw-Hill, 1970.

Both of these books contain an abundance of good photographs.

Burford, A. *Greek Temple Buildings at Epidauros*. Toronto: University of Toronto Press, 1969.

MacKendrick, Paul. *The Mute Stones Speak*. New York: St. Martin's Press, 1960.

———. *The Greek Stones Speak*. Rev. ed. New York: St. Martin's Press, 1962.

Richter, Gisela M. A. *A Handbook of Greek Art*. New York: Phaidon Art Books, 1969.

This book is as valuable for its text as for its excellent illustrations.

Other books, as well as films, may be found in the resources supplement.

Maps

Denoyer-Geppert maps of Athens (B8) and Rome (B13). Colour, size 52" x 42". Available from: Cecil Bannister, Box 426, Willowdale, Ontario.

These maps give bird's-eye views of Athens and Rome, and illustrate the progressive growth of historical sites.

Films

The Acropolis of Athens. Contemporary Films, colour, 30 min.

A Is for Architecture. National Film Board, colour, 30 min.

The City: Heaven or Hell? National Film Board, b&w, 28 min.

Photographs

Photographs of existing monuments (13" x 18", 18" x 24", and larger) are available at little cost from Fratelli Alinari, Via Nazionale 6, Firenze, Italy. These should be dry-mounted before use.

The teacher who has the use of an overhead projector may have students prepare transparencies of Athens and Rome showing the orientation of principal buildings, roads, topographical features, and town walls.

■ The hero or the heroine can be the central theme in a unit with the objective of helping students to:

- understand the idea of archetypes and how they are used by storytellers;
- use creatively the concept of an archetype in their own stories;
- work out and weigh values of their own in relation to the hero (on the basis of what they have learned).

The theme can be developed by studying selections from Homer's *Iliad* and then expanded through drama, writing, and discussion. Perhaps students could see appropriate films or possibly make one of their own. The discussion might lead to further reading in order to find out the characteristics of heroes and heroines in other places and other times, discuss what such figures show about the society that they represent, and probe such broad questions as whether heroes and heroines are necessary to a society.

At all times, the teacher would encourage the students to explore the characters portrayed in the *Iliad* and compare them with characters encountered in other reading and with famous people of their own time – perhaps even with their own personalities. Students might write or enact stories that feature their own ideas of heroes or heroines – and then explain how such personalities reflect their own values or the values of modern society.

Reading that might encourage original lines of thought in this unit might include Matthew Arnold's *Sohrab and Rustum*, Tennyson's *Ulysses*, Shaw's *St. Joan*, and paperback translations of such hero stories as *The Epic of Gilgamesh*, *Beowulf*, and *The Song of Roland*. Other avenues might include heroes in painting or sculpture, in music, and in sport.

Useful planning resources might include the following:

Books

Benson, S. *Stories of the Gods and Heroes*. New York: Dial Press, 1940.

Hook, Sydney. *The Hero in History*. Boston: Beacon Press, 1955.

Kirkwood, G. M. *A Short Guide to Classical Mythology*. New York: Holt, Rinehart and Winston, 1960.

Lambert, R. S. *Myths, Legends and Fables*. Agincourt, Ont.: Book Society of Canada, 1967.

Macpherson, J. *Four Ages of Man*. Toronto: Macmillan, 1962.

Squire, J. R., and Squire, B. L. *Greek Myths and Legends*. Literary Heritage Series. Don Mills, Ont.: Collier-Macmillan, 1967.

Videotapes

Dusting off Mythology: The Hero. Toronto, Ontario Educational Communications Authority.

■ *The role of women in classical society*. The focus of this unit is analysis of selections of Greek classical literature as a basis for an investigation of the life styles of women in classical Greece. The subsequent inquiry would make use of the widest possible variety of primary and secondary evidence. Students might meet in their literary contexts some of the heroines of tragedy like Antigone or Andromache; individual women and choruses of women from Aristophanes; and the women who feature in the history of both Greece and Rome. Plato and Homer, as well as many other writers, can be used to explore the role and life style of women in the ancient world.

After reading selections from the poetry of Aristophanes, Plato, and Homer, students might examine questions such as the following:

- Was the life of an Athenian woman similar to that of women in other Greek city states?

– Do the differing attitudes expressed by these poets adequately reflect contemporary opinion?

– What insight is provided into the character of the authors?

– Is there a conflict between the role of women in daily life in Athens and the role of Athena as patron?

– To what extent is current historical research re-evaluating the position of women in Greek classical civilization?

Such questions would promote the development of the concepts of culture, family, conflict, leadership, and democracy, and foster the ability to distinguish fact from opinion and to detect bias.

Teachers may find the following secondary source material helpful:

Carcopino, Jérôme. *Daily Life in Ancient Rome*. Harmondsworth, Middlesex: Penguin Books, 1941.

Hight, Gilbert. *The Classical Tradition: Greek and Roman Influence on Western Literature*. Oxford: Oxford University Press, 1949.

Hope, Thomas. *Costumes of the Greeks and Romans*. New York: Dover Publications, 1962.

Johnston, Mary. *Roman Life*. Glenview, Ill.: Scott Foresman, 1957.

Sheppard, E. J. *Ancient Athens*. Then and There Series. London: Longman, 1967.

Sherwin-White, N. *Ancient Rome*. Then and There Series. London: Longman, 1959.

Stobart, J. C. *The Grandeur That Was Rome*. New York: Hawthorn Books, 1965.

Tingay, G. I. F., and Babcock, J. *These Were the Romans*. Amersham, Eng.: Hulton Educational Publications, 1972.

■ *Interdisciplinary studies*. The following activities, though not developed as complete units, may provide ideas for units prepared in co-operation with teachers in other fields. Some activities are suitable for younger students; most can be adapted for various age levels.

Music

– Study the importance and use of music in ancient Rome.

– Examine Roman culture to explain why the Romans used Greek music rather than developing their own musical heritage.

Pottery-making

- Investigate the uses of pottery in ancient Greece and Rome with particular attention to the premise that “form follows function”.
- Create and decorate pottery using the techniques and styles of this period.

Drawing, sculpture, painting

- Create figures with particular attention to the techniques of early Greece.
- Recreate scenes from Roman and/or Greek history.
- Recreate scenes from Greek mythology.
- Study the design and form of classical objects and then design similar objects in a Canadian context (e.g., Boy with Lilies at Knossos).

Puppets

- Make puppets to recreate scenes from the Greek theatre, Roman or Greek history, or mythology. The masks of the Greek theatre are particularly suitable for such a project.

Crafts

- Examine the techniques used in making utensils, jewellery, clothing, and furniture, and relate these to technological developments.
- Recreate simple items using the same techniques and materials as the Greeks or Romans used. Pay special attention to styles and aesthetic or functional value.
- Create costumes for puppets or live performers.
- Dye fabric and construct clothing in the Greek manner.
- Make costumes for a drama presentation or a Roman dinner.
- Cook a meal using the techniques and foods of ancient Greece or Rome.
- Construct furniture in the style of the ancient Greeks or Romans.

(These activities should be carried out in conjunction with research into the literature, architecture, clothing, and physical characteristics of the people.)

Drama

- Perform choral reading from the Greek tragedies.
- Portray scenes from Greek mythology, history, or everyday family life.
- Write a play on a modern subject in the style of Greek tragedy or comedy.

Mathematics

- Examine the additive principle in Greek and Roman numerals to discover the disadvantage in this system's lack of place value.
- Investigate the development of Roman numerals and compare to the Arabic and Babylonian systems.
- Examine the methods used by the Romans for counting and computing and construct an ancient counting device such as a sand board, wax tablet, or abacus.
- Examine the ratio of the golden rectangle of ancient Greece; measure windows, doorways, and floor plans of the school to see if they fit this ratio.

Social and Natural Environment

- Study the effect of technological developments on the lives of the Greeks or Romans.
- Using Greek or Roman folk tales, reconstruct the natural, spiritual, and moral world of the time.
- Contrast the governments and legal systems of Rome, Sparta, or Athens with the Canadian system.
- Explore the beginnings of schools, cities, municipal government, fire departments, police forces, juries, and hospitals in ancient Greece and Rome.
- Study the effects of piracy and brigandage on life in the Mediterranean area of classical times.
- Study transportation, including both land and sea travel, in the ancient world.
- Study early warfare with particular attention to moral values.
- Compare the pollution problems and the attitudes to the environment in Greece and Rome to those of today.

Science

- Study the influence of Greek and other civilizations upon the Romans in the area of scientific creativity and examine their practical application of science in the areas of medicine, agriculture, architecture, engineering, navigation, and astronomy.
- Compare to modern practice the ancient agricultural and/or medical techniques outlined by Cato the Censor (234-149 BC) and later the medical techniques outlined by Galen (AD 129-199).
- Compare modern man's understanding of the tides to the explanation given by Posidonius (135-50 BC) in ancient Greece.
- Study the work of Gaius Julius Caesar (102-44 BC) in the reform of the Julian calendar and compare it with time-keeping devices in other areas of the ancient world.

- Study the work of the late Republican and Augustan engineer Vitruvius and his early treatise on architectural acoustics.
- Study and recreate the experiments of Julius Frontinus (AD 30-104), as superintendent of the Roman aqueducts.
- Study the contribution of Archimedes (287-212 BC) in the field of technology.
- Investigate the discoveries of ancient scientists such as Ptolemy (fl. AD121-151) or those of ancient Crete or Babylon.

Honour Graduation

The course summarized below indicates the nature and depth expected in Honour Graduation Classical Civilizations courses submitted for approval. The submission should include such additional information as specific objectives and approaches. The course summary of ancient philosophers included here will provide a standard of comparison for teachers planning their own Honour Graduation courses and possibly some ideas for content that might help achieve the planned objectives.

Texts

Plato, *Gorgias and Symposium*; Aristotle, *Ethics*; Cicero, *On the Good Life*; Marcus Aurelius, *Meditations*; Montaigne, *Essays* (all published by Penguin); F. Bacon, *Essays* (Oxford).

The course focuses on the four specific questions in human affairs listed below, and hence is not a history of philosophy but a survey of ancient viewpoints on certain universal themes. The principal vehicle for inquiring into ancient classical approaches to these problems will be the texts specified above; two Renaissance authors are included to provide a bridge to the consideration of these problems in the context of the students' own environment. Films, videotapes, and at least one field trip are to be integrated with the readings. The course consists of an introduction and four themes, (the first and last are given in outline) with the following titles: Justice and Fair Government; The Good and Education; Love; Drama as a Human Need.

• *Theme 1: Justice and Fair Government.*

The unit would start by defining terms (see M. Ginsberg, *On Justice in Society*), followed by a discussion to reveal students' views and possible prejudices on the concept of justice. The discussion could include modern concepts of justice and the roles of government in this regard, and the reform of justice through concrete examples (Wolfenden Report, Canada's War Measures Act).

From Plato's *Gorgias*, students might derive the basis for discussion of such topics as ethics in public and private life, the value of punishment, the way various forms of government serve justice, Plato's attitude to politicians, conflict of principles, and the attributes of Plato's writing. Plato's *Laws*, Book 9, might furnish the basis for consideration of the theory of punishment, Plato's innovations with respect to the theory of justice, and the court's discretion in cases of wounding and assault. Book 3 would be the background for discussion of the lessons of history.

Aristotle's *Ethics* would be the starting-point for the study of justice, moral goodness, and modern views on these two topics. Discussion could be supplemented by lectures on the text itself. Aristotle's *Politics* could further the study of justice in relation to forms of government such as monarchy and kingship, tyranny, aristocracy, oligarchy, and democracy. Justice could also be investigated in relation to institutions (e.g., courts of law), ostracism, demagogues, national education, and slavery. The concept of personal virtue and conflict between Aristotle and Plato are other questions for examination. Students could consider Cicero's stand against tyranny by studying *The First Verrine*, *The Second Philippic*, and selected letters. Such a study would include the historical background of the age of Caesar and the Civil War, the reasons for Cicero's attacks, and their effectiveness. The philosophical basis of Cicero's protests could be studied through his *On Duty*, Book 3. Conflicts between the positions of Cicero, Plato and Aristotle would also be considered.

The contributions of Lucretius, Marcus Aurelius, Montaigne, and Bacon could be studied in the light of the previous discussions.

• *Theme 4: Drama as a Human Need.*

This theme would start with definitions of the term *drama*, a brief survey of its history, especially in Athens, and a look at its modern forms. The students' views should be expressed and discussed. For a field trip, students might attend a play or movie that would enliven the theme and provide material for discussion and comparison.

An important part of the unit would be a study of Aeschylus' *Oresteia*. Lectures and readings would enable students to relate these plays to Theme 1, and to the philosophical attitudes of Plato, Aristotle, and the Stoics. Students could enact selected passages relevant to the theme. The purposes of ancient and modern drama could be compared, and the effect of this art form on various cultures considered. As a group essay students might enact a short drama based on classical principles but illuminating a modern theme, or they might explore the role of classical myth in Greek and Roman drama as compared with its function in the work of modern dramatists such as Sartre.

The Ministry's separately published resources supplement will provide references for this course.

Books

Aeschylus. *Oresteia*.

Aristotle. *Politics*.

Balsdon, J. P. V. D. *Life and Leisure in Ancient Rome*. London: Bodley Head, 1969.

Beare, William. *The Roman Stage*. 3rd ed. New York: Barnes and Noble, 1965.

Bieber, M. *History of the Greek and Roman Theatre*. Rev. ed. Princeton, N.J.: Princeton University Press, 1961.

Bowra, C. Maurice. *Classical Greece*. Time-Life Series. New York: Time Incorporated, 1965.

———. *Pindar*. Fair Lawn, N.J.: Oxford University Press, 1964.

Burn, Andrew R. *Pericles and Athens*. Riverside, N.J.: Macmillan Publishing Co., 1962.

Castle, Edgar B. *Ancient Education and Today*. Harmondsworth, Middlesex: Penguin Books, 1961.

Catullus. *Poems*.

Cicero. *Selected Works: In Verrem 1; Selected Letters; Philippics 2; De Officiis 3; De Senectute*. Translated by Michael Grant. Harmondsworth, Middlesex: Penguin Books, 1960.

———. *Selected Political Speeches*. Translated by Michael Grant. Harmondsworth, Middlesex: Penguin Books, 1969.

Clarke, M. L. *The Roman Mind*. New York: Norton, 1968.

Cornford, Francis M. *Before and After Socrates*. New York: Cambridge University Press, 1932.

Douglas, A. E. *Cicero*. Oxford: The Clarendon Press, 1968.

Dudley, Donald R. *The Civilization of Rome*. New York: New American Library, 1960.

Durant, Will. *The Story of Philosophy*. New York: Simon and Schuster, 1961.

Edelstein, Ludwig. *The Meaning of Stoicism*. Cambridge, Mass.: Harvard University Press, 1968.

Else, G. F. *The Origin and Early Form of Greek Tragedy*. New York: Norton, 1972.

Encyclopedia of Philosophy. 4 vols. New York: Free Press, 1973.

Frankfurt, H. *Before Philosophy*. Baltimore, Md.: Penguin Books.

Ginsberg, M. *On Justice in Society*. London: Heinemann Educational Books, 1965.

Gower, John. *Confessio Amantis*. Baltimore: Penguin Books, 1963.

University of Chicago. *Great Books of the Western World*. 54 vols. Chicago: Encyclopaedia Britannica Education, 1952.

If this series is available in the library, it could form a useful starting-point.

Greek Political Oratory. Harmondsworth, Middlesex: Penguin, 1970.

Grube, G. M. A. *Plato's Thought*. Boston: Beacon Press, 1958.

Hamilton, Edith. *The Greek Way*. New York: Avon Books, 1973.

———. *The Roman Way*. New York: Avon Books, 1973.

Hartnoll, Phyllis. *Oxford Companion to the Theatre*. 3rd ed. Fair Lawn, N.J.: Oxford University Press, 1967.

Hobbes, Thomas. *Leviathan*.

Kaufman, Walter. *Tragedy and Philosophy*. Garden City, N.Y.: Doubleday, 1969.

- Kiefer, Otto. *Sexual Life in Ancient Rome*. New York: Barnes & Noble, 1934.
- Kirk, Geoffrey S., and Raven, John E. *The Presocratic Philosophers*. New York: Cambridge University Press, 1957.
- Kitto, H. D. F. *The Greeks*. Baltimore, M.: Penguin Books, 1951.
- Laver, James. *Costume in the Theatre*. New York: Hill and Wang, 1965.
- Lévêque, P. *The Greek Adventure*. London: Weidenfeld & Nicolson, 1968.
- Licht, Hans. *Sexual Life in Ancient Greece*. London: Routledge and Kegan Paul, 1935.
- Livingstone, Richard, ed. *The Legacy of Greece*. Fair Lawn, N.J.: Oxford University Press, 1921.
- Locke, John. *An Essay Concerning Human Understanding*.
- Lucretius. *On the Nature of the Universe*.
- Milliken, E. K. *The Greek People*. London: Harnap, 1952.
- More, Thomas. *Utopia*. (Available in Penguin)
- New Century Classical Handbook*. Inglewood Cliffs, N.J.: Prentice-Hall, 1962.
- Ovid. *The Art of Love*. Translated by Rolfe Humphries. Bloomington, Ind.: University of Indiana Press, 1957.
- Oxford Classical Dictionary*. 2nd ed. Fair Lawn, N.J.: Oxford University Press, 1970.
- Plato. *Protagoras and Meno*. (Available in Penguin)
- . *Republic*.
- . *The Laws*.
- . *The Last Days of Socrates*. (Available in Penguin)
- . *Timaeus and Critias*.
- Rousseau, J. J. *The Social Contract*.
- Sinclair, T. A. *A History of Greek Political Thought*. Cleveland: World Publishing, 1968.
- Stockton, David. *Cicero: A Political Biography*. Fair Lawn, N.J.: Oxford University Press, 1971.
- Thucydides. *The Peloponnesian War*.
- Walker, Nigel. *Sentencing in a Rational Society*. New York: Basic Books, 1971.
- Wenley, Robert M. *Stoicism and Its Influence*. New York: Cooper Square Publishers, 1963.
- Windelband, W. *History of Ancient Philosophy*. New York: Dover Publications, 1956.
- Xenophon. *Cyropaedia* (Education of Cyrus the Great, King of Persia).
- . *Hellenica* (History of the Greek world, 411-354 BC).
- . *Memorabilia* (Memoirs of Socrates).
- Audiotapes*
- Civil Disobedience*. 7 tapes, 30 min. each. CBC catalogue nos. 077-083. Topics range from Socrates and Diogenes to the moderns.
- The Classic Mask of the Greeks and Romans*. 30 min. CBC catalogue no. 292.
- Comedy of Character*. 60 min. CBC catalogue no. 382. Professor D. Conacher discusses Greek comedy.
- Other books, films, and filmstrips are listed in the separately published *Classical Studies Resource List*.

